



Grade 8

Social Studies

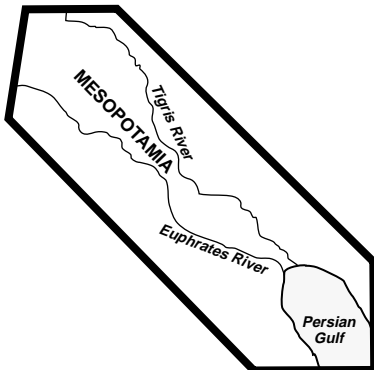
Released Items

Winter 2001

Directions: Study the following map and the passage. Use them with what you already know to answer the questions that follow.

EARLY CIVILIZATIONS

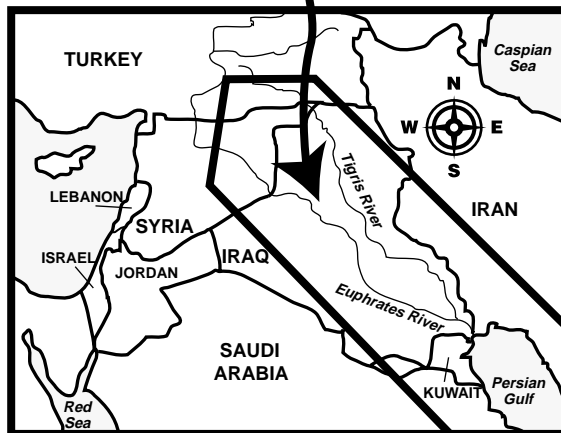
**ANCIENT
MESOPOTAMIA**



Early people did not plant and grow their own food until about 10,000 years ago. Everywhere on earth, people moved from place to place hunting and gathering food. Then, in an area between the Tigris and Euphrates rivers, people began to use simple farming skills to loosen the soil, plant seeds, and pull weeds. With domestication of natural grains, such as wheat and barley, also came domestication of animals. These animals could pull vehicles, and the wheel was used to build carts and wagons.

The population began to grow steadily, and villages grew into cities along the rivers that irrigated the fields. Craftworkers making pottery and metal goods perfected their art in the cities. Before long, trade routes between cities provided markets for an increasing supply of goods and services. With the development and use of a system of writing, merchants could keep more accurate trade records.

SOUTHWEST ASIA TODAY



As people specialized in different types of work, it became important to plan and maintain a complex system of dams for irrigation and flood control. Defense for the city was also important. To organize these services, government was necessary. Laws were created that also were used to settle disputes among traders, craftworkers, or farmers.

This new way of life was based on agriculture, permanent settlement and city life, trade, the division of labor, writing, government, and laws. Today the ancient cities are gone. Many of them are covered with desert sands.

- | | |
|---|--|
| <p>1 What was the key to life in ancient Mesopotamia and is still the key to life in Southwest Asia today?</p> <p>A Hunting</p> <p>B Government</p> <p>C Water</p> <p>D Trade</p> <p>2 Which one of the following directly led to the development of villages and then cities?</p> <p>A The movement of desert sands</p> <p>B A need for military protection</p> <p>C A surplus of agricultural products</p> <p>D The development of a writing system</p> <p>3 The use of which of the following MOST increased the efficiency of trade?</p> <p>A A writing system</p> <p>B Horses for work</p> <p>C Sales tax on purchased goods</p> <p>D Religion in trade negotiations</p> | <p>4 What was a consequence of the domestic cultivation of wheat and barley?</p> <p>A Men replaced women as planters.</p> <p>B Economic development increased.</p> <p>C Desertification became widespread.</p> <p>D Population went on the decline globally.</p> <p>5 Why did Mesopotamian cities become centers of trade?</p> <p>A Traders could find shelter in the larger cities.</p> <p>B Traders needed the agricultural goods sold by the farmers in the city.</p> <p>C Cities were located along rivers that provided easy transportation.</p> <p>D Cities offered protection from highway robbers.</p> |
|---|--|

Directions: Read the following passage and use it with what you already know to answer the questions that follow.

THE AFRICAN AMERICAN PRESENCE IN THE AMERICAN REVOLUTION

African Americans served on both sides in the Revolutionary War in a variety of traditional military roles, such as soldiers, scouts, guides, spies and guards. In the earliest battles of the Revolution, African American minutemen **Lemuel Hayes** and **Peter Salem** helped drive the British back from Concord Bridge. At Bunker Hill Peter Salem and **Salem Poor** earned praise for their leadership and valor.

In spite of these contributions, conflict arose about whether to allow slaves, or even free African Americans, to bear arms. During the second Continental Congress and for several years to come, southern delegates in states where slaves outnumbered whites were afraid of possible uprisings. Due to southern objections, General Washington terminated all black enlistments in October of 1775. In 1776, Congress approved the reenlistment of free African American veterans, and by the end of the year, Washington succeeded in getting the acceptance of black enlistments, eventually including slaves. With the war dragging on and with manpower short, fears of slave owners were less important to Washington than winning freedom from England.

The first all-African American regiment was the **Black Regiment of Rhode Island**. The new regiment proved itself at the Battle of Rhode Island where it inflicted casualties of six to one on the professional soldiers who fought for the British.

In 1781, African American soldiers took part in the defeat of Cornwallis at Yorktown, Virginia. **James Armistead Lafayette**, who was born into slavery, assumed a key intelligence role. The valuable reports he furnished enabled the Americans to check the troop advances of British General Cornwallis, setting the stage for Washington's victory at Yorktown. The 1786 General Assembly of Virginia freed Lafayette and, much later, gave him a pension.

During and after the war, African Americans continued their political struggle for liberty. In January of 1777, African Americans sent a petition to end slavery to the Massachusetts House of Representatives. They argued that the same principles that led America to break with England should be applied.

- 17** Why did Washington end all black enlistments?
- A** States with large slave populations were against having African American soldiers.
 - B** African Americans did not have a chance to prove themselves in battle.
 - C** The patriots no longer needed more soldiers.
 - D** Washington knew the patriots would win the war.
- 18** Why did Washington eventually approve of African American enlistments?
- A** African Americans would fight only in northern states.
 - B** African Americans could help win the patriot cause.
 - C** He wanted to gain political support from the southern states.
 - D** He knew that slaves would never fight for the American cause.
- 19** What does the petitioning to the Massachusetts government by African Americans illustrate?
- A** Whites were ready to treat them as equals.
 - B** They wanted to serve as leaders of the government.
 - C** They tried to fight discrimination within the legal system.
 - D** They spent most of their time during the war dealing with the abolitionist movement.
- 20** Which of the following is suggested by the passage?
- A** After the war, African Americans made great political gains.
 - B** Throughout the war, African Americans participated in battle and exhibited bravery.
 - C** The African Americans made great strides in eliminating discrimination during the war.
 - D** The British held African Americans in higher esteem than other Americans.
- 21** What is the significance of the Black Regiment of Rhode Island and the African American soldiers listed in the passage?
- A** Their contributions were not known until after they died.
 - B** They were prevented from entering the war sooner, when they could have made a difference.
 - C** They were exposed to disease and thereby prevented from reaching their potential.
 - D** Their actions made a difference in many battles.

Directions: You should take about 5 minutes to study the following material and use it with what you already know to complete this task.

FIVE UNITED STATES HISTORICAL EVENTS

The following are important events in early United States history.

- The United States buys the Louisiana Territory from France
- Oliver Perry defeats the British at the Battle of Lake Erie
- The XYZ Affair causes problems between France and the United States
- Andrew Jackson leads Americans to victory at the Battle of New Orleans
- The Embargo Act cuts off trade with England and France

- 22 A In the boxes provided below the timeline in the **answer booklet**, print the letter for the following events to match the date the event occurred in history. (You should use each event only once.)

Events

- a The United States buys the Louisiana Territory from France
- b Oliver Perry defeats the British at the Battle of Lake Erie
- c The XYZ Affair causes problems between France and the United States

ANSWER THIS ITEM IN YOUR ANSWER BOOKLET.

NOTHING WRITTEN IN THE SPACE BELOW WILL BE SCORED.

- B On the lines provided in the **answer booklet**, describe the cause and effect relationship between the Embargo Act and the Battle of New Orleans.

ANSWER THIS ITEM IN YOUR ANSWER BOOKLET.

NOTHING WRITTEN IN THE SPACE BELOW WILL BE SCORED.

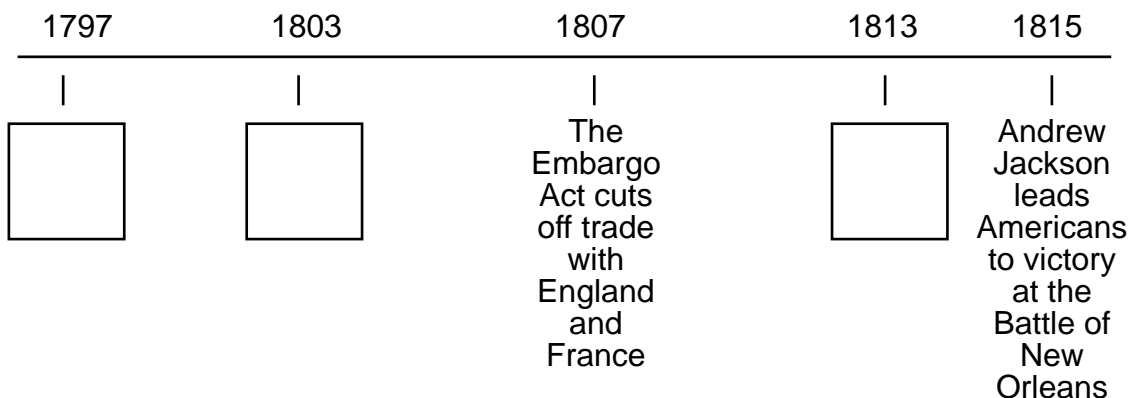
22 A Answer Form

FIVE UNITED STATES HISTORICAL EVENTS

Complete the timeline by writing the letter of each of the following three events in the box under the year in which it occurred.

- A The United States buys the Louisiana Territory from France
- B Oliver Perry defeats the British at the Battle of Lake Erie
- C The XYZ Affair causes problems between France and the United States

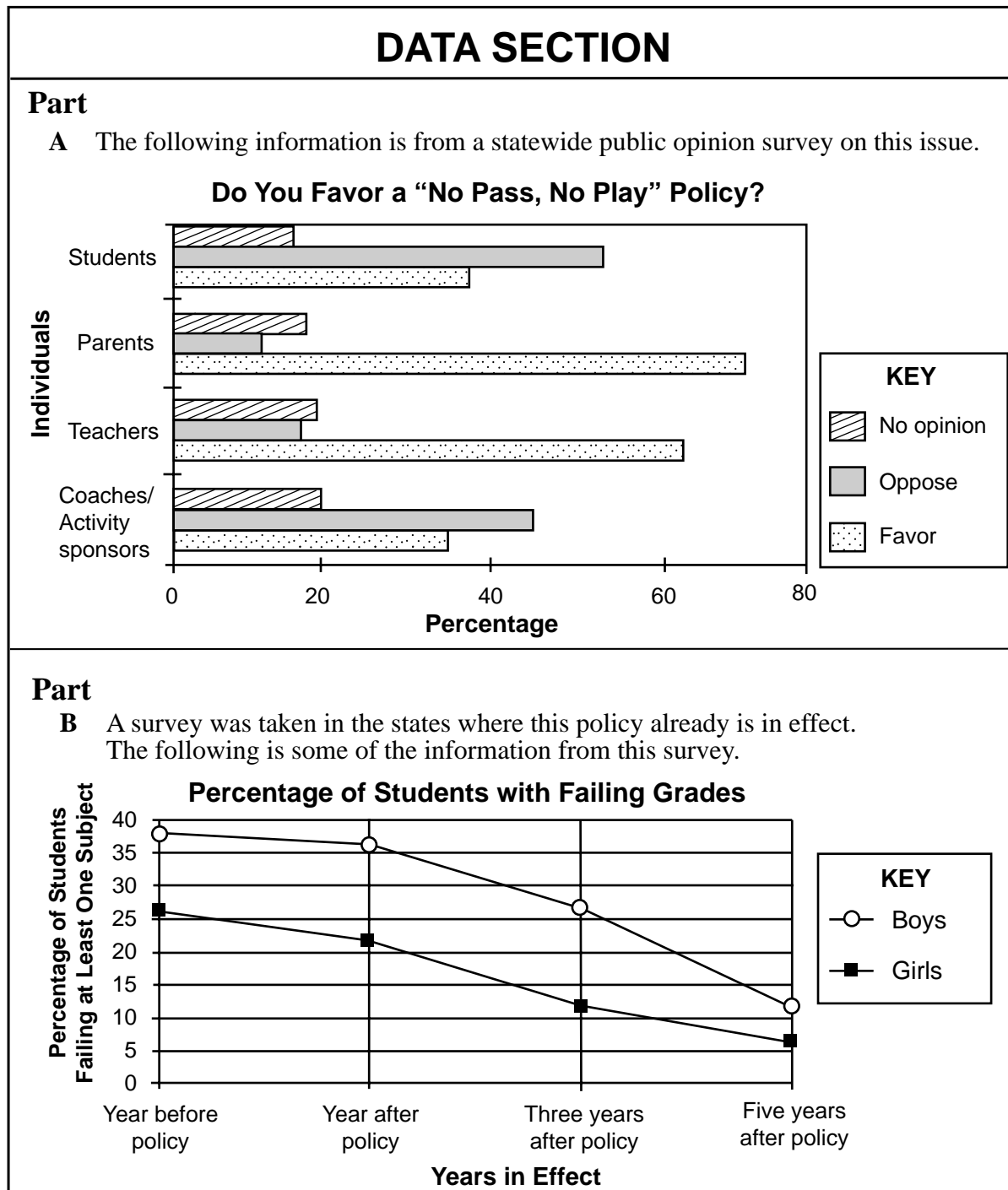
A Timeline of Events



Directions: Read the following imaginary information about a public policy issue. Use it with what you already know to complete the tasks that follow. You should take about 20 minutes to complete both Task I and Task II.

“NO PASS, NO PLAY” POLICY FOR STUDENT ACTIVITIES

The state school board is considering a “no pass, no play policy” for ALL student activities. Under this policy, a student who had a failing grade in any course at the end of the marking period would be ineligible to participate in ANY student activities during the next marking period. Read the following information about this policy issue.



COMPLETE THE FOLLOWING TASKS:

Task I: Interpreting Information

- 23 Study the information in the Data Section. Which of the following statements best describes the *relationship* between the **failure rate of students** and the **“no pass, no play” policy**? Be sure to mark your answer in your answer booklet.
- A The “no pass, no play” policy causes more male students to fail than female students.
- B The percentage of students with failing grades tends to increase after the policy is put into effect.
- C The longer the “no pass, no play” policy is in effect, the more passing rates improve.
- D The “no pass, no play” policy causes grades for both female and male students to go up.

Task II: Taking a Stand

- 24 You will now take a stand on the following public policy issue: **Should there be a “no pass, no play” policy for students for all school activities?** You may either support or oppose the “no pass, no play” policy. Write a letter to the state school board. Use information to provide reasons that support your position.

You will be graded on the following criteria. Your letter must include:

- a clear and supported statement of your position;
- supporting information using a core democratic value of American constitutional democracy;
- supporting knowledge from **history, geography, civics** (other than the core democratic values), or **economics** (it is not enough to state only your opinion); and
- supporting information from the Data Section.

Remember to:

Use complete sentences.
Explain your reasons in detail.
Explain how the core democratic value
you use connects to your position.
Write or print neatly on the lines provided
in your answer booklet.

ANSWER THIS ITEM IN YOUR ANSWER BOOKLET.

NOTHING WRITTEN IN THE SPACE BELOW WILL BE SCORED.

Directions: Read the following tables and use them with what you already know to answer the questions that follow.

GOVERNMENT BUDGET

Annual Budget

Expenses		Revenues	
Police Protection	\$150,000	Sales Tax	\$100,000
Fire Protection	150,000	Property Tax	800,000
Schools	300,000	Water/Sewer Fees	<u>100,000</u>
Street Maintenance	100,000	Total	\$1,000,000
Bus Service	50,000		
Park District	50,000		
Water/Sewer Service	<u>200,000</u>		
Total	\$1,000,000		

- 30** What level of government would be MOST likely to have a budget such as this?
- A** International
 - B** Federal
 - C** State
 - D** Local
- 31** Which of the following purposes is BEST served by the activities in the budget?
- A** To provide for the common defense
 - B** To establish justice for all
 - C** To promote the general welfare
 - D** To secure the blessings of liberty
- 32** A candidate in the next election promises to lower taxes while increasing spending. Based on the current budget, what can be said about this candidate's campaign promise?
- A** It may not be possible to fulfill the promise because increased expenses must be paid with increased revenues.
 - B** The candidate must know much more about the budget than do the voters.
 - C** The candidate knows that taxes make up only a small part of revenues.
 - D** It is a good promise and this candidate clearly has a better understanding of budgeting than the current officeholder.
- 33** What needs to happen to the budget if crime protection is increased as one candidate for office suggests?
- A** Fire protection and police protection need to be decreased.
 - B** Revenues need to be increased and police protection increased.
 - C** Revenues and expenses need to be decreased and police protection increased.
 - D** Expenses should be decreased and revenues should be increased.
- 34** Which of the following can be said about the sources of revenue shown in this budget?
- A** Only the national government of the United States is able to impose taxes on its citizens.
 - B** Both national and state constitutions require that all taxes be collected by city governments.
 - C** The United States Constitution authorizes governments to tax citizens and spend the money for the citizens' benefit.
 - D** Individual citizens are only required to pay taxes to support those services they use.

Directions: You should take about 5 minutes to read the following sentence and use it with what you already know to complete this task.

SCARCITY

There is a shortage of pencils due to a worldwide shortage of graphite (pencil lead).

- 46** On the lines provided in your **answer booklet**, identify and explain one **economic** response to a shortage of pencils in a market economy.

A Identify one **economic** response to a shortage of pencils.

ANSWER THIS ITEM IN YOUR ANSWER BOOKLET.

NOTHING WRITTEN IN THE SPACE BELOW WILL BE SCORED.

B Explain the reason for the **economic** response.

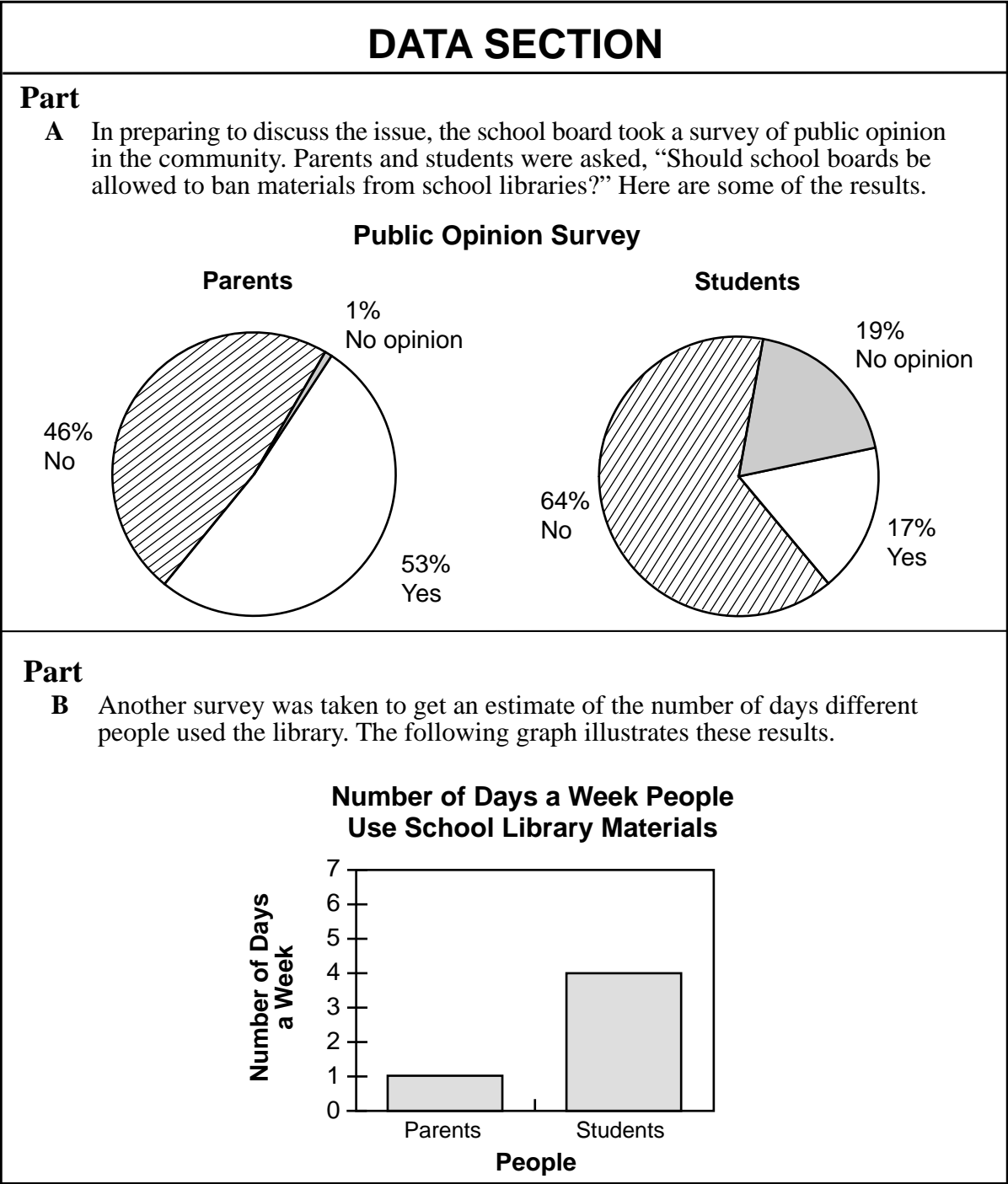
ANSWER THIS ITEM IN YOUR ANSWER BOOKLET.

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Directions: Read the following imaginary information about a public policy issue. Use it with what you already know to complete the tasks that follow. You should take about 20 minutes to complete both Task I and Task II.

CENSORSHIP OF SCHOOL LIBRARY MATERIALS

A local school board is developing a policy statement on the role of the school board in selecting materials for libraries. Read the following information about this issue.



DATA SECTION (continued)

Part

- C** The school board wrote to the National Organization of School Boards and asked them if they had any information about this policy issue. Their reply was in part:

The following information is available for school districts that are about the same size as yours, and whose school boards have been given authority to ban materials from school libraries. During the last ten years, there have been seventeen requests made to ban materials. The requests have been approved four times.

COMPLETE THE FOLLOWING TASKS:

Task I: Interpreting Information

- 49** Study the information in the Data Section. Which of the following statements best describes the *relationship* between **age** and **support for banning school library materials**? Be sure to mark your answer in your answer booklet.
- A** The more often people use school library materials, the more likely they are to support banning school library materials.
 - B** Requests by parents to ban school library materials have decreased in the past ten years.
 - C** People are more likely to support banning school library materials as they get older.
 - D** People are more likely to use school library materials as they get older.

Task II: Taking a Stand

- 50** You will now take a stand on the following public policy issue: **Should school boards have the power to ban materials from school libraries?** You may either support or oppose censorship of library materials. Write a letter to the local school board. Use information to provide reasons that support your position.

You will be graded on the following criteria. Your letter must include:

- a clear and supported statement of your position;
- supporting information using a core democratic value of American constitutional democracy;
- supporting knowledge from **history, geography, civics** (other than the core democratic values), or **economics** (it is not enough to state only your opinion); and
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Remember to:

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you use connects to your position.
Write or print neatly on the lines provided
in your answer booklet.

ANSWER THIS ITEM IN YOUR ANSWER BOOKLET.

NOTHING WRITTEN IN THE SPACE BELOW WILL BE SCORED.

Multiple Choice Item Answer Key

<u>Item</u>	<u>Answer</u>
1	C
2	C
3	B
4	B
5	C
17	A
18	B
19	C
20	B
21	D
23	C
30	D
31	C
32	A
33	B
34	C
49	C